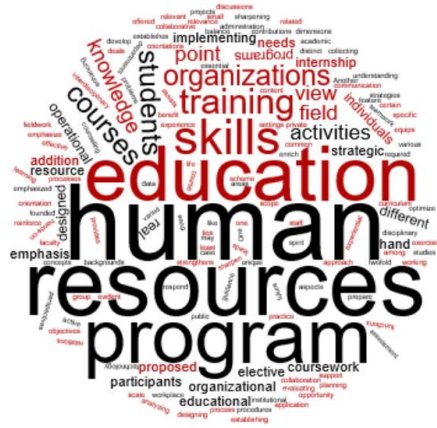ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Human Resources Development in Education

Non-Thesis Master's Program

STUDENT HANDBOOK

Department of Educational Sciences

Ankara, Turkey

Contents

Introduction

Human resource development (HRD) aims at improving the human potential in public and private institutions/organizations through various activities related to training and development. Human resources is the greatest asset for these institutions/organizations, and effective utilization of these resources is the key to their success in their area of operation. Developing human resources in today's complex institutional/ organizational environments requires professionals with special skills and knowledge in the area of training and development.

The human resource development field has experienced phenomenal growth in recent years. Many adults are going through training to update their knowledge and skills related to their jobs in corporate, industrial and governmental training environments. At the same time the field has undergone essential changes. Traditional training activities for employees/professionals mainly included skill-based seminars offered by content area experts in the respective fields, and the role of human resources personnel was to arrange those seminars. Today high performance organizations hire human resource education specialists who fulfill a role beyond the traditional one. These specialists assume roles in maximizing human capital and effectiveness in their institutions/organizations through short and long term planning of strategic human resource education activities. They identify training needs, develop training programs, implement training activities, assess training and performance, and carry out follow-up. The training activities are considered to be an essential part of institutional/organizational development. In this sense, the individuals who are prepared to take roles in human resource education functions of institutions/organizations face a great challenge in improving themselves in line with up-to-date knowledge, perspective and skills in the area.

Non-thesis Human Resource Development in Education (HRDE) Program aims to respond to this challenge. It is designed to meet the competency needs of training and development specialists who are seeking to gain knowledge, understanding and expertise in the area of HRDE. This program is suitable both for new graduates wishing to make a career move into HRDE and for those who are currently working in this area but wish to strengthen their capabilities. Those who graduate from the proposed program are expected to enhance their ability in thinking creatively and producing solutions to training problems of their institutions/organizations.

Welcome Message

Welcome to Non-Thesis Master of Arts Program in Human Resources Development in Education offered by the Department of Educational Sciences. This handbook intends to provide you with a brief explanation of the purpose, coursework and administration of the program including some of the issues and regulations you need to be aware of as a non-thesis Master's degree student. Please read this handbook carefully and keep it handy throughout your study in the department. Remember, you are primarily responsible for maneuvering your program of study, selecting and carrying out a project in the internship, and making sure that you are complying with all the rules and regulations explained in this handbook. The most recent Graduate Education Regulations is presented in the appendix of this handbook. Read it carefully and keep it with you throughout your study in the department. It provides you with important rules that you need to be aware of and comply with. The faculty in the department are here to help you throughout this process. We wish you success and pleasant experiences in the program.

Department of Educational Sciences

Program Goals

The major goal of the program is to enhance and develop the key competencies required of current and future practitioners in the training and development field. Goals include the preparation of practitioners who can contribute to enhancing the effectiveness of training and development programs, and to positively affecting performance of their human resource units through an integrated program. It is integrated in the sense that it meshes theory and experiential training for its students in various areas of education such as administration, curriculum development and instruction, assessment and counseling. The emphasis is on a right "dose" of theory and research combined with clinical inquiry as a means of enhancing human resources in institutions/organizations. With this major emphasis in mind, the program focuses on the needs of the following institutions and individuals:

◆ The new university graduates who are planning to seek careers in human resource departments of institutions / organizations.

◆ Individuals who are currently employed as training and development specialists in human resource departments of public and private organizations.

These individuals seek for specialized, practical education in training and development area in order to perform their professional duties in a more systematic and productive manner. They carry out needs assessment, plan training activities, assess training programs and outputs, do follow up studies and help the organization draw out a plan for future training events to improve the human resource potential. With the skills and experiences offered in the program, they gain greater strength in performing activities related to training and development.

◆ Individuals who are responsible for human resource training in public and private schools/institutions.

In recent years, the increasing number of public and private schools, universities and other institutions in our country employ professionals responsible for human resource education activities such as carrying out assessment on teachers' training needs, preparing training programs for staff, assessing training activities, performance evaluation. These positions demand different kinds of people who have professional knowledge and expertise in various dimensions of education including administration, leadership, training, etc. In addition, individuals who are working in the Inservice Education Department of the the Ministry of Education require specialized training in various dimensions of needs assessment, program development, evaluation, measurement and evaluation, leadership, etc. in order to identify and meet the training needs of respective teacher groups.

Program Description

The program deals with human resource development in education from both a strategic and operational point of view. From a strategic point of view, the courses are designed to support and reinforce human resources education strategies and objectives. The coursework provides students with essential knowledge and skills on various dimensions of organizations and training programs, and perspectives with working with individuals in educational organizations. From an operational point of view, the coursework equips students with skills in designing and implementing the procedures and processes to optimize the organizational and institutional functions.

The program establishes a balance between academic emphasis and workplace relevance to prepare individuals by sharpening their understanding of human resources concepts and enhancing their training and development skills. All courses emphasize active learning and application of knowledge and skills through small scale fieldwork, experiential exercises, discussions, case studies, group activities, and establishing relations to real life problems. The program assists students in the process of planning, needs assessment, staff and program development, implementing training activities, evaluating training programs and projects, collecting and analyzing data relevant to human

resources. In addition, program participants have the opportunity to develop specific skills in certain areas related to training and development through the elective courses offered in the program. The required and elective courses in the program were designed to respond to both common and varied needs of the students with different backgrounds.

One of the unique aspects of the proposed program is its emphasis on field practice through an internship. The benefit of this approach may be twofold: On the one hand, participants sharpen their skills and knowledge through a hands-on experience in real organizational settings like human resource departments of organizations. On the other hand, such an internship scheme strengthens the ties between our faculty and public and private organizations which leads to further collaborative activities in the future.

Another distinct feature of the proposed program is its interdisciplinary orientation where teamwork and communication skills are emphasized. As it is evident from the content of the program, it is founded on the spirit of effective collaboration among at least three different disciplinary orientations in the field of education: administration, curriculum development, and guidance and counseling. In addition, course contributions from the field of educational technology enrich the program scope.

Coursework

The coursework includes a total of 6 required and 4 elective courses, and an internship in the last semester of the program. This is in line with the Non-thesis master's program regulations put forward by the Higher Education Council. When students complete the coursework, they collect at least a total of 30 credits. The list of required and elective courses and their descriptions are provided below.

Required Courses

505 Inquiry Methods
510 Educational Organizations and Design
515 Designing Training Programs
520 Training Strategies and Techniques
525 Assessment of Training Programs
530 Performance Evaluation
589 Term Project/Internship
800-899 Special Studies
900-999 Special Topics

Elective Courses

550 Interpersonal Relations
552 Career Development Counseling
554 Total Quality Management in Education
556 Strategic Planning in Education
558 Web-Based Training: Design & Implementation Strategies
560 Needs Assessment
562 Organizational Psychology
564 Adult Education
566 Educational Leadership and Change
568 Computer Mediated Learning in Network Environment
570 Leadership and Planning in Instructional Technology
572 Conflict Management in Human Resource Education
574 Special Topics in Human Resource Education
576 Trends and Issues in Human Resource Education
578 Supervision in Human Resources Education

Course Descriptions

HRDE 505 Inquiry Methods (3-0)3

Application of qualitative and quantitative inquiry methods and techniques to human resources area to identify and solve training and development problems. Survey of inquiry methods that would help human resources education specialists to gain information to make more informed decisions regarding training, to assess training needs, to design and implement inquiry to meet these needs, and to communicate their findings to inform and influence future plans. Problem identification, searching and reviewing literature, research design, design of data collection instruments like questionnaires and interview guides, data collection and analytical techniques, and report preparation. Basic statistical procedures as used in quantiative inquiry methods and needs assessment.

HRDE 510 Educational Organizations and Design (3-0)3

An investigation into educational organizations in terms of their design, climates and the other characteristics as well as the related theories. Leaderhsip, power and authority in relation to bureaucratic models, and hierarchical relationships. Organization and management of the training function. Establishing mission for training. Developing policies and procedures for training in organizational perspective. Design for long-term policies. Alternative structures for training activities. Emphasis on educational institutions/organizations, study of various issues and problems in Turkish educational institutions/organizations.

HRDE 515 Designing Training Programs (3-0)3

Examination of training and development in organizations, the purpose and role of training in increasing individual and organizational effectiveness. Nature and design of educational activities like meetings, conferences, workshops and seminars. Role of training design in human resource education process. Current research and practice in program development. Basic components, process and procedures in training program development. Application of various models and approaches in designing training programs. Methods for conducting needs assessment, defining training objectives, determining and organizing content, formulating instructional and evaluation strategies. Designing inservice training programs for various settings. Designing a training program (consisting of objectives, content and skills, implementation and evaluation) based on a small scale needs assessment.

HRDE 520 Training Strategies and Techniques (3-0)3

Various aspects of adult learning and thinking. Concepts and practices related to staff development and inservice education, review of trends in staff development and training to examine implications for the workplace. Use of various training techniques toward the purpose of achieving specific training objectives. Developing training skills through a broad range of training session activities including formal presentation, discussion and peer interaction, modeling, role-playing, case study, problem-based learning, simulation, using media, warm-up activities, facilitation, developing customized activities, and modification of packaged activities. Use of informal learning processes (job assignments, mentoring, coaching, self-directed learning) in training. Preparation of training materials for a specific target audience. Preparing a project outlining training strategies and techniques to be used for a specific training need.

HRDE 525 Assessment of Training Programs (3-0)3

Theory and research related to training program evaluation. Study and analysis of various standards and models in program evaluation. Application of various designs in evaluation process. Phases in evaluation, formative and summative evaluation, values and the evaluation process. Internal and external validity in evaluation. Developing evluation criteria considering its many dimensions. Practical and scientific importance of evaluation. The role of evalaution and measurement in program assessment. Connecting evaluation to long term planning of training and development activities. Designing a program evaluation plan.

HRDE 530 Performance Evaluation (3-0)3

Various roles of performance evaluation. Operational measures of job performance. Performance evaluation process and procedures, evaluation instrument development and implementation, measuring training achievement. Validity and reliability of evaluation instruments. Characteristics of performance evaluation. Scoring performance tests. Use of the results of performance evaluation for identifying weaknesses and strenghts and opportunities for improvement and skills development.

HRDE 589 Term Project/Internship (NC)

First-hand experience in the worksettings for 6 hours a week to work with professionals related to the area of interest, production of a major plan, program or instrument for assessment and a written report based the internship experience. Periodic assessment of internship experience.

HRDE 550 Interpersonal Relations (3-0)3

Understanding the importance of interpersonal relations and social skills. The process of relationship formation, maintenance, and dissolution. The association of interpersonal relationships and personal well being. Social emotions such as feelings about relationships and other people. Expressing feelings verbally and non-verbally. Communication skills and the languages of interpersonal relationships including self-disclosure, developing and maintaining trust, ways of increasing communication skills and helpful listening and responding. Managing feelings, resolving interpersonal conflicts and barriers to interpersonal effectiveness. The application of social science research to interpersonal relations. Roles, gender, power and change in relationships.

HRDE 552 Career Development Counseling (3-0)3

Different theories of career development and application of theories to career development issues. The nature of career choice, development patterns in career choice, components of career development, and problems in career choice. Dynamics of vocational adjustment including motivation, success and satisfaction, group cohesiveness. Role of organizational awareness and commitment. Role of occupational information in career choice. Techniques and methods of career planning.

HRDE 554 Total Quality Management in Education (3-0)3

Definitions of the concept of "quality" and "total quality management". Application of total quality management principles and procedures to educational processes. Stakeholders in total quality management. Team formation, problem solving, policy implementation through total quality management process for the purpose of continuous organizational improvement. Daily management tools for effective total quality management. Students in this course acquire an adequate understanding of total quality management as a way of continuous improvement and the skills necessary to implement it in the field of education. Through case studies they develop their own strategies for making educational setting totally dedicated to high performance, quality and satisfaction of customer expectations.

HRDE 556 Strategic Planning in Education (3-0)3

Theoretical background of strategic planning, basic steps in carrying out a strategic planning in public and private organizations. Training objectives and the organizational strategy. Teamwork, process management, planning research, training, marketing and retention strategies used for growth in educational organizations.

HRDE 558 WEB-Based Training: Design and Implementation Strategies (3-0)3

This course aims to provide necessary skills and background in construction and implementation criteria, and procedures for selection and evaluation of web-based training materials; synthesis of research and resources in the field. The course also underlines major steps and techniques used in design, development and evaluation of web-based training environments. Such contemporary issues as e-learning and WBT for human resource development and professional development also receive a considerable attention in this course.

HRDE 560 Needs Assessment (3-0)3

Theoretical and practical basis of needs assessment in inservice training programs, qualitative and qualitative approaches applied to determining needs. Micro and macro training needs and their assessment. Task, knowledge, skill and ability analysis. Study of various needs analysis techniques, task analysis, competency studies, training need survey and interviews. Prioritizing needs. Use of various data collection and analysis techniques for needs assessment. Linking needs analysis to training design.

HRDE 562 Organizational Psychology (3-0)3

Human values and problems in organizations (perception, personality, interpersonal transactions), organizational perspectives of human nature and motivation, leadeship and participation, decision making, team management, group dynamics in organizations, conflict resolution in organizational context, organization as dynamic and developing systems (structure, process, change, development), implications of theory and research that underlie the field of organizational psychology in various organizational contexts. Examination of the individual as a functioning member of groups and organizations in public and private sectors.

HRDE 564 Adult Education (3-0)3

A study of and practice in the education of adults based on anthropological theory and adult psychology including consideration of concepts of education as a continuing process and of international strategies for the realization of this concept. The concept of andragogy. Characteristics of adults as learners, cognitive development, interpersonal development, individual differences and change. Adult learning and motivation principles. Diagnosing learning needs of adults. Designing learning experiences for adults. Tools for training adults. Working with adults in educational setting. Assessing adult learning.

HRDE 566 Educational Leadership and Change (3-0)3

Scope and influence of leadership in educational organizations. Leadership and organizational development. Leadership role descriptions. Theoretical approaches to educational leadership, trait approach, power and influence approach, behavior approach, situational approach. Recent research and practice on educational leadership. Strategies for improving leadership. The importance of leadership in educational change process with special reference to Turkish educational system.

HRDE 568 Computer Mediated Learning in Network Environment (3-0)3

In this course students learn how to design and evaluate an educational Web site. Major outcome of the course will be a full-function educational Web site. Class participation, professional quality research and products, collaborative work, high quality documentation will be major items of success in this course.

HRDE 570 Leadership and Planning in Instructional Technology (3-0)3

This course underlines a variety of innovative ideas and new ways of thinking about the value and use of technology in a school setting. The main goal of this course is to provide school administrators and leaders of educational setting with applications of educational technology to restructure their learning environments and improve schools and school programs with the merits of instructional technology. This course also covers planning, funding, and staff development models to provide the school administrators and leaders with site-based models.

HRDE 572 Conflict Management in Human Resource Education (3-0)3

An examination of conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. A study of conflict, its origions, theories, sources, and types, as well as the concepts and skills of conflict resolution. Factors affecting facilitation and processes of conflict resolution. Negotiation, mediation, and problem solving processes. Competence in organizational conflicts.

![Middle East Technical University logo] ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

HRDE 574 Special Topics in Human Resource Education (3-0)3

Focuses on a variety of special topics within the spectrum of Human Resource Education. Special emphasis on the concept of team as a vital part of the organization. Team building as the key to increase performance in all kinds of organizations. A unique effort to introduce the human factor of the team concept make up. Communication, conflict management, presentation skills, meeting management, critical thinking, and questioning. Action research, and e-research and its application in Human Resource Education field.

HRDE 576 Trends and Issues in Human Resource Education (3-0)3

An exploration of the contemporary and future developments, trends and issues related to Human Resource Education (HRE) field and implications for HRE professionals and adult educators. Topics will be selected from current and future workplace, societal, demographic, technological, educational, economic, political and global trends and issues affecting training and development. Students also explore the implications of future developments, trends and issues in theory and practice in HRE.They forecast future models of work, family and community and the future role of HRE specialists and adult educators.

HRDE 578 Supervision in Human Resources Education (3-0)3

An investigation of both role and function of supervisors in public and private educational settings with emphasis on supervisory skills for future school leaders, department chairs, and human resources specialists. Foundations of supervision, supervision as professional development, clinical supervision, human resource supervision and education connections, and supervision and summative evaluation are the key issues to be covered. The relationship among skills, functions, and effective human resources supervision and their implementation to the evolving nature of supervision as an emerging field in the operation of educational settings.

Faculty

The program is offered mainly by the faculty of the Department of Educational Sciences. Two of the elective courses are offered by the faculty of the Department of Computer Education and Instructional Technology. The following is the list of the faculty members who contribute to the program.

Prof. Dr. Meral Aksu

Prof. Dr. Ayhan Demir

Prof. Dr. Cennet Engin-Demir

Prof. Dr. Özgür Erdur-Baker

Prof. Dr. Ahmet Ok

Prof. Dr. Oya Yerin-Güneri

Prof. Dr. Ali Yıldırım

Assoc. Prof. Dr. Hanife Akar

Assoc. Prof. Dr. Zeynep Hatipoğlu-Sümer

Assoc. Prof. Dr. Yaşar Kondakçı

Assist. Prof. Dr. Evrim Baran-Jovanovic

Assist. Prof. Dr. Yeşim Çapa-Aydın

Assist. Prof. Dr. Serap Emil

Assist. Prof. Dr. Gökçe Gökalp

Assist. Prof. Dr. Duygun Göktürk

Program Structure

The program is administered by the Department of Educational Sciences in the Faculty of Education. Currently there are only master's and doctoral programs in educational sciences in the department reflecting the department's primary focus on graduate level programs. The specific aspects of the administration of the proposed program are provided below.

1. Admission: A bachelor's degree is required. Admission to the program will be based on the following criteria as LES score, CGPA of undergraduate degree, and other additional indicators such as reference letters, statement of purpose, etc. Students are required to meet the regular English language requirements for master's degree programs to start taking courses in the program.

2. Advisory System: An advisor is assigned to each student within the first semester of the program to assist the student in course selection and carrying out the internship activity. Having an advisor is essential for the student in selection of courses appropriate to his/her background and suitable for future interests.

3. Coursework: The program includes 10 three credit courses and an internship. Out of these 10 courses, six are required and four are elective. In addition to the electives listed above, other departmental and non-departmental courses may be taken with the approval of the advisor. At the beginning of each semester the courses offered by the department are announced in the department and in the Social Sciences Institute. Students should look for these announcements and determine possible courses they may take during the relevant semester. Of course, the final decision about the courses to be taken should always be made with the student's advisor. The program (including internship) must be completed in a total of 6 semesters.

4. Course Registration and Add-Drop: New students need to fill out an information form (Appendix I: Student Information Form) when they first register in the program. A copy of this form is presented in the appendix of this handbook. In this form, students provide information about their background, address and telephone numbers. This information is important to keep track of student's progress and to contact the student when necessary. If the information with regard to address and telephone number change any time, students should immediately inform the department and the Institute about this change so that our records are updated accordingly. During registration each semester, students need to pay attention to the following procedures:

- Students must see their advisors first to determine the courses they need to take.

- Once students register for courses they should inform their advisor, so that their registration can be approved through Internet. It is very important for the students to make sure their registration is approved by their advisors, otherwise problems may occur during the semester with regard to student's status in courses.

- After an advisor is appointed to the student, he/she must register (along with other courses they are taking) for his/her advisor's *Special Studies* or *Special Topics* course throughout the program of study.

- During add-drop period, students may add new courses and drop the courses they previously registered with the permission of their advisors. Again students need to make sure that their advisors approve added-dropped courses, otherwise the previous registration will be valid automatically.

5. Term Project/Internship: All students in the program go through an internship in their last semester of the program for 20 work days to have first-hand experience in the worksettings and work with professionals related his/her area of interest. A total of 8 courses (of which at least 5 must be required courses) must be completed to register for the Internship. Internship might be carried out in a public/private institution/organization based on the student's background and interest. The decision on where the internship will be carried out is made by the student and his/her advisor and approved by the program chair. Internship includes production of a major plan, program or instrument for assessment in relation to the needs of the worksetting, and a report covering activities in intership, and assessment of

the experiences and production of materials. More detailed information about the requirements of the internship is presented in the Appendices 2-6.

6. Graduation requirements: In order to successfully complete the program, students must collect at least 30 credits (18 of which should include required courses listed above), and complete an internship.

7. Diploma: Students who complete the coursework and internship are entitled to a non-thesis Master's degree in Human Resource Development in Education.

8. Transfer of Courses and Transfer Between Programs: Students can transfer up to two courses they have previously taken in other non-thesis Master's degree programs provided that the content of these courses is in line with the purpose of the program. All course transfer applications are subject to the approval of the program chair upon the request of the student and his/her advisor. Transfer between Non-thesis Human Resource Education Master's Program and Educational Sciences Master's Program is not possible.

Making Best Use of Resources of the University and the Department

METU Library has a reputable collection of books, journals and research reports, CD-ROM collection, reference books, dissertation abstracts, etc. Each year new books are purchased and the library records are updated through a computerized network system. Make sure to explore what the library offers to you in your area of study and how to use the library productively. In addition to METU library, the Bilkent Library, British Council Library, American Library can be other great sources for your assignments and research. Other universities (like Ankara, Hacettepe, and Gazi University) also have a good collection of books and journals in the area of education.

The Graduate Student Computer Lab in the second floor of the faculty is available to students to use all sorts of software programs (for typing assignments, producing transparencies, doing statistical analysis, etc.).

Although the advisor has the major responsibility to assist the student in the coursework and the completion of the project, other members of the department can also be of great help to you. So don't hesitate to ask for help with regard to the courses you are taking and to the project you are carrying out.

Appendices

APPENDIX 1

STUDENT INFORMATION FORM

Name: _____

Student ID: _____

Year of Enrollment to the Program: _____

Address: _____

_____

_____

Phone (home, office, and mobile): _____

E-mail: _____

University You Graduated From: _____

Department You Graduated From _____

Year of Graduation _____

Undergraduate Grade Average (CGPA): _____

ALES Score (EA): _____

Do you work? If yes, where and for how long? (Provide address): _____

_____

_____

Did you take any courses as a special student? If yes, please indicate the code/name of the course(s), the semester(s) you enrolled in, and the grades you obtained from them.

1. _____

2. _____

3. _____

4. _____

APPENDIX 2

STAJ REHBERİ

AMAÇ

Madde 1 - Bu rehberin amacı, Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitimde İnsan Kaynaklarını Geliştirme Tezsiz Yüksek Lisans Programında yer alan staj çalışmasını düzenlemektir.

TANIM

Madde 2 - Staj, öğrencilerin İnsan Kaynaklarını Geliştirme Tezsiz Yüksek Lisans Programında kazanmış oldukları bilgi ve becerileri gerçek iş ortamında uygulamaya koymak ve uzmanlık alanlarında deneyim kazanmak amacıyla yaptıkları uygulamaların bütünüdür.

STAJIN KAPSAMI

Madde 3 - Her öğrenci, yüksek lisans derecesini alabilmek için en az 20 işgünü staj yapmak zorundadır. Staj, sonbahar ve bahar dönemlerinde yapılır. Stajını tamamlayan öğrenci günlük staj raporlarını ve staj sonu değerlendirme raporunu tamamlayarak danışmanına teslim eder.

Madde 4 – Staj yapılacak kurumun seçimi öğrenci tarafından ya da program koordinatörü ve/veya öğrenci danışmanı tarafından yapılır.

Madde 5 – Program Anabilim Dalı Başkanı'nın öğretim elemanları arasından görevlendirdiği Staj Danışmanı öğrenciye staj yaptırılmasından ve staj sonu değerlendirme raporu hazırlatılmasından sorumludur.

Madde 6 - Öğrenci staj yaptığı kurumun kurallarına (işe devam, giyim ve kurum içi işleyiş ve iletişim, vb.) uymakla yükümlüdür.

Madde 7 – Staj yapılan kurumdaki amir, öğrencinin staj boyunca performansını (devam, tutum, yapılan işe katkısı, vb. konularda) değerlendirmekle yükümlüdür. Bu amaçla amir, kendisine gönderilen "stajyer değerlendirme formu'nu doldurur, imzalar, kapalı ve mühürlü bir zarf içerisinde öğrenci danışmanına iletilmek üzere öğrenciye verir.

STAJ DOSYASI

Madde 8 – Staj dosyasında öğrenci tarafından staj boyunca her gün doldurulan "günlük staj raporları" yer alır. Bu dosyadaki günlük staj raporları işyerindeki ilgili amir tarafından onaylanır ve öğrenci staj uygulamalarının rapor edildiği staj dosyasını staj bitiminde danışmanına sunar.

STAJ SONU DEĞERLENDİRME RAPORU

Madde 9 – Staj sonu genel değerlendirme raporu iki bölümden oluşur.

İlk bölümde öğrenci stajın eğitimine sağladığı katkıları, başka bir deyişle staj boyunca kazandığı bilgi, beceri ve deneyimleri, programda kazandığı bilgi ve beceriler çerçevesinde değerlendirir. Ayrıca öğrenci çalıştığı birimin insan kaynakları eğitimi açısından zayıf ve güçlü yönlerini analiz eder ve önerilerde bulunur.

İkinci bölümde ise öğrencinin seçtiği bir konuda (birimde insan kaynakları eğitimine yönelik bir araştırma yapma, eğitim programı hazırlama, eğitim programı değerlendirme, performans değerlendirme, stratejik planlama vb.) yürüttüğü bir çalışmanın raporu yer alır. Staj yapılan kurumda yürütülecek bu çalışmanın konusunu öğrenci, danışmanı ile birlikte belirler.

APPENDIX 3

GÜNLÜK STAJ RAPORU

Tarih:
Yapılan işler: 1.   2.
Kazanılan bilgi ve beceriler:
Yaşanılan sorunlar:
Değerlendirme:
Birim Amirinin Adı Soyadı ve İmzası:

Not: Gerekirse yukarıda yer alacak bilgiler için ek sayfa kullanılabilir.

APPENDIX 4

STAJ SONU DEĞERLENDİRME RAPORU YAZMA REHBERİ

Staj sonu değerlendirme raporunda sizden (a) staj yaptığınız birimi eğitim etkinlikleri açısından analiz etmeniz, (b) stajın eğitiminize katkısını staj boyunca kazandığınız bilgi, beceri ve deneyimleri programda kazandığınız bilgi ve beceriler çerçevesinde değerlendirmeniz, (c) bu birimin işleyişine ve etkinliklerine yönelik önerilerde bulunmanız beklenmektedir. Değerlendirme raporu iki bölümden oluşmaktadır. Bölüm I 8-10 sayfa, Bölüm II ise 10-15 sayfa olmalıdır. Raporunuzu aşağıdaki boyutları dikkate alarak hazırlayınız.

BÖLÜM I: STAJ ÇALIŞMASI

Birimle İlgili Değerlendirme

1. Staj yaptığınız birimin

   ◆ Adı ve adresi, iletişim bilgileri (tel, fax, e-posta, web adresi, vb.)
   ◆ Gelişimini tanıtan kısa tarihçesi
   ◆ Çalışanların sayısı ve nitelikleri (yönetici, uzman, idari personel, vb.)
   ◆ Örgüt şeması (birimin kendi içindeki işleyişi ve üst birimlerle ilişkileri, vb.)
   ◆ Teknoloji alt yapısı

2. Birimin eğitim v.b. etkinlikleri (seminerler, konferanslar, oryantasyon programları, vb.)

3. Eğitim ortamı (sınıflar, araç ve gereçler)

4. Eğitim veren bireyler/kurumlar (kurum içi ve dışı)

5. İleriye yönelik eğitim planları/öncelikler

6. Staj yapılan birimin güçlü ve zayıf yönleri, birimde gördüğünüz genel aksaklıklar ve eksiklikler, ve bunların çözümlerine yönelik önerileriniz.

Staj Kazanımları

7. Staj boyunca kazandığınız bilgi ve beceriler nelerdir?

8. Programda aldığınız eğitim staj sürecince size ne düzeyde yararlı oldu? Aşağıdaki boyutlardan uygun olanları dikkate alarak yazınız.

   ◆ Eğitim Programlarının Tasarımı/Hazırlanması
   ◆ Eğitim Programlarının Değerlendirilmesi
   ◆ Eğitim Yöntem ve Teknikleri
   ◆ Performans Değerlendirme
   ◆ Eğitim İhtiyaçlarının Tespitine Yönelik Araştırmalar/Raporlar
   ◆ Eğitim Yoluyla Kazanılan Bilgi ve Becerilerin Uygulamaya Konmasına Yönelik Araştırmalar/ Raporlar
   ◆ Stratejik Planlama Etkinlikleri
   ◆ Toplam Kalite Yönetimi Çalışmaları
   ◆ Kariyer Danışmanlığı Çalışmaları
   ◆ Bilgisayar Destekli Eğitim Çalışmaları
   ◆ Diğer insan kaynakları eğitimi konuları/etkinlikleri

9. Genel değerlendirme

BÖLÜM II: STAJ SONU ÇALIŞMASI

Bu bölümde sizden istenilen danışmanınız ile birlikte staj yaptığınız birime yönelik bir çalışma konusu seçmeniz ve bu konuda yürüttüğünüz çalışmanın sonuçlarını rapor etmenizdir. Örnek konular: staj yapılan birimin eğitim etkinliklerinden bir tanesinin analizini yapma ve geliştirilmesine yönelik ayrıntılı öneriler sunma, insan kaynakları eğitimine yönelik bir araştırma yapma, eğitim programı hazırlama, birimde yürütülen bir eğitim programını değerlendirme, performans değerlendirme, stratejik planlama, vb.

APPENDIX 5

STAJYER DEĞERLENDİRME FORMU

(Çalışılan birimdeki ilgili amir tarafından doldurulacaktır.)

Stajyerin Adı ve Soyadı:	
Çalıştığı Birim:	
Staj Başlangıç ve Bitiş Tarihleri:	
Yaptığı İşler: 1. 2. 3.	
Yetkili Amirin Adı ve Soyadı:	
İmza ve Tarih:	

Stajyer ile ilgili öneriler (kendini geliştirmesine yönelik):

Not: Gerekirse yukarıda yer alacak bilgiler için ek sayfa kullanılabilir.

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Lütfen, stajyerin performansını aşağıdaki sorular çerçevesinde değerlendiriniz.

A. Tutum ve Dış Görünüm	Çok iyi	İyi	Yeterli	Zayıf	Çok Zayıf
İşe uygun giyinme					
İşe karşı ilgi ve özen					
Çalışanlarla işbirliği yapma					
Etkili iletişim kurma					
Öğrenme isteği					
Problem çözme					
İnsiyatif alma					
Kendini geliştirme					

B. İş Performansı	Çok iyi	İyi	Yeterli	Zayıf	Çok Zayıf
İşe devam ve dakiklik					
İşe uyum sağlama					
Sorumluluk kabul etme					
İşle ilgili bilgi düzeyi					
Bilgisini paylaşma					
Verilen işi zamanında bitirme					
Kaynakları etkin kullanma					

Diğer düşünceler ve öneriler:

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

APPENDIX 6

STAJLA İLGİLİ KURALLAR / İLKELER

1. Staja (8340589 Term Project/Internship) programda en az 8 dersi (en az beşi zorunlu ders) başarıyla tamamlayan öğrenciler başlayabilir.

2. Staj Sonbahar, Bahar ve Yaz dönemlerinde yapılabilir. Bahar döneminde staj dersine kayıtlı bir öğrenci bahar dönemi içinde stajını tamamlayamaz ise "imcomplete" notu alabilir ve stajını yaz aylarında tamamlayabilir. Ancak bu durumda ana bilim dalı başkanının ve staj danışmanının onayı gereklidir.

3. Staj en az 20 iş günü yapılır. Bu günlerin döneme dağılımı staj danışmanı ile birlikte kararlaştırılır.

4. Bir insan kaynakları biriminde ya da çalışanların eğitimini yürüten birimde (Eğitim Müdürlüğü, Personel Müdürlüğü gibi) çalışmakta olan öğrenciler stajlarını kendi kurumlarında tamamlayabilirler.

5. Aynı kuruma en fazla 3 öğrenci stajiyer olarak gönderilebilir.